**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:** 6th Grade Statistics and Probability 4  **The Envision Lesson:** Lesson 19-7 | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| * Use Spiral Review 19-7. Pick 5 of the most meaningful questions for them to do and go over. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Words to review:   * Stem and Leaf Plot * Mean * Mode * Median * Range * Outlier  1. How will you explicitly teach new vocabulary?  * A way to review these vocabulary words would be to use Partner Response. The students could turn to a partner and tell each other everything they know about “Range.” They could continue doing this for each of the vocabulary words. Another way they could learn the vocabulary words would be to write the word, definition, a pictorial, and examples in their math journals. They could frequently go back to their journals to go over what those words mean.  1. How will you provide multiple opportunities for vocabulary to be used in context?  * When students respond back to a question that is asked to them, they should respond back using the vocabulary word(s) in a complete sentence. This will help the students to use those words in the correct way. * Teachers can either write and display or verbally give 3 cloze sentences to the students. Chose to use your choral response if possible   EXAMPLE: The \_\_\_\_\_\_\_ of 1, 2, and 3 is 2. (mean) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * Give each student a sticky note. * On the board have the “Days of the Month” numbered to 31. * Each student will put their sticky note, with their name on it, under the date of their birthday. (This will form a Histogram) * From this Histogram, they will build a Frequency Table. (See Lesson 19-6.) * Create the Stem and Leaf Plot from the data that was collected * Look for some similarities and differences between the Frequency Table and the Stem and Leaf Plot. Be sure that the data is listed from least to greatest in both the Stem side and the Leaf side of the plot. * Have students come up with their own definition of a Stem and Leaf Plot and write it in their math journals. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * Have students complete the guided practice (Page 498 in their books) #s 1-7 with a partner. * Do a Pair/Share to check for understanding. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Complete the Independent Practice (Page 498) # 8-10. Also complete Problem Solving (Page 499) #14-18. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Use Quick Check 19-7 master (pg498)   * Or use the same Quick Check electronically on Pearson Success Net * Or Display Quick Check out of Printable Resources and students record in a math journal style. * \*\*\*Use this check to place in differentiated center activities. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| * Place students who have understanding in center work. Use games from Center activities 19-7\* (on level) 19-7\*\* (advanced) * Pull students who do not have understanding aside and do Intervention idea pg 499B in teacher’s edition * Check intervention students for understanding | |
| **HOMEWORK** | |
| Can look in a newspaper, online, magazines for an article so they can come up with their own stem and leaf plot in class. | |